

The Virtual School

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Childhood Trauma

An event that a child finds overwhelmingly distressing or emotionally painful, often resulting in lasting mental and physical effects.


2x

more likely to develop
DEPRESSION

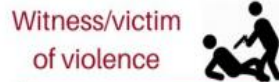
3x

more likely to develop
ANXIETY DISORDERS

Common causes:

 Child abuse (physical, emotional, sexual)

 Grief

 Witness/victim of violence

 War/Terrorism

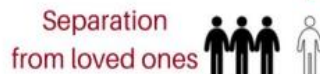
 Neglect

 Medical trauma

 Substance misuse

 Mental illness

 Bullying in school

 Separation from loved ones

LONG-TERM IMPACTS:

Affects perception of reality



Takes away sense of safety



Wires brain to expect danger

Increases stress hormones flowing through the body



Triggers fight, fright or freeze response



Creates a sense of helplessness



Creates relationship problems

Results in serious behaviour problems



“ The initial trauma of a young child may go underground but it will return to haunt us ”
James Garbarino

PREFRONTAL CORTEX (PFC)

"Thinking Centre"

Underactivated

Difficulties concentrating & learning.

A traumatised brain is "bottom heavy"

ANTERIOR CINGULATE CORTEX (ACC)

"Emotion Regulation Centre"

Underactivated

Difficulties with managing emotions.

AMYGDALA

"Fear Centre"

Overactivated

Difficulty feeling safe, calming down, sleeping

Complex Trauma: a result of repetitive, prolonged trauma



The Local Authority's Role

The role that councils play in looking after children in care is one of the most important things they do. Local authorities have a unique responsibility to the children they look after and their care leavers.

A strong ethos of corporate parenting means that sense of vision and responsibility towards the children they look after, and their care leavers, is a priority for everyone.

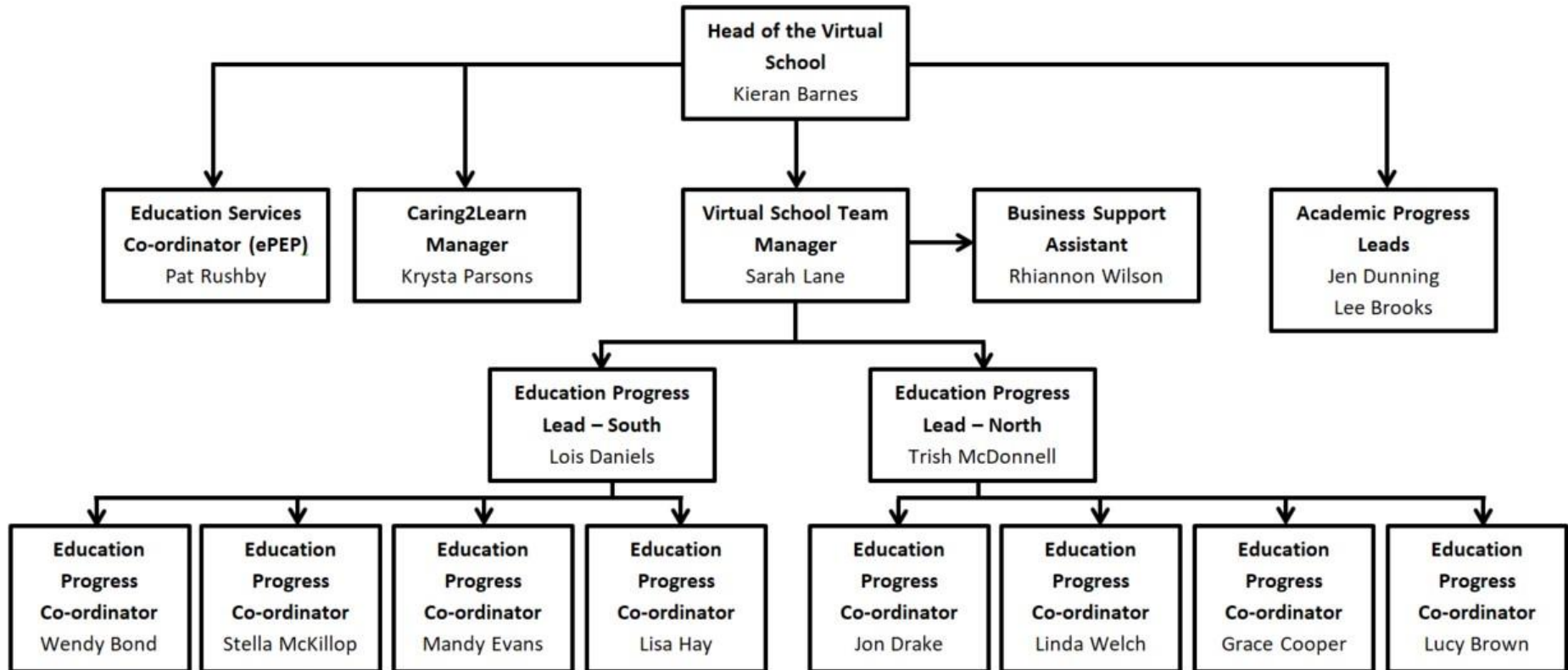
The Children and Families Act 2014 amended the Children's Act 1989 to require LAs to appoint at least one person (Virtual School Head) to discharge the LA's duty of promoting the education of its children in care, wherever they live in or out of county. This statutory post holds overall responsibility for managing PP+ funding and allocating it to schools.

The Virtual School

- The Virtual School is an organisational tool to enable effective coordination of educational services of children in care under the Lincolnshire authority at a strategic and operational level.
- Act as local authority champions to bring about improvements in the education of Children in care aged between 3yrs – 18yrs. We try to ensure that our young people make the best progress possible in the most suitable educational setting.
- Work with education settings/providers to try and ensure that all young people enjoy education, are fully engaged learners and reach their potential.
- Promote the educational achievement of previously looked-after children and those with a social worker, who attend Lincolnshire schools by providing information and advice.
- Recognise the need to be loved, feel safe and cared for whilst being mindful of other challenges the young people face.

Would this be good enough for my child?

The Lincolnshire Virtual School



The Role of the Virtual School

- Ensure that every young person in care aged 3-18 years has a high quality and effective **Personal Education Plan (PEP)**.
- Maintain a robust oversight of PEPs – liaising with relevant stakeholders and quality assuring them to enable an effective oversight, evaluation and clarity.
- Co-ordinate the distribution of **Pupil Premium Plus** and monitoring the impact.
- Deliver training for those involved in the care and education of children in care and previously looked after children.
- Work alongside social workers and foster carers to ensure that educational outcomes are a key focus in care plans.

Designated Teacher



The designated teacher for looked-after and previously looked-after children

Statutory guidance on their roles and responsibilities

February 2018

This includes:

The role of the designated teacher.

How to ensure children who are in care or previously looked after, are identified in the census.

The role of the designated teacher's involvement with the PEP.

PP+ Grant for Children in Care

Looked after

Whilst a child is in care, the PP+ grant goes to the local authority which may pass part of the grant to the child's school. The grant is provided to the local authority which looks after the child, not necessarily the authority where the child attends school. The PP+ grant can be passed to maintained schools, academies, free schools and non-mainstream settings (where the local authority is paying full tuition costs) in England. The grant can also be retained by the local authority VSH to meet the needs of that child. In practice, most VSHs make arrangements for part of the grant to be passed to the school whilst the rest is retained for specific interventions.

- Funding is given from April – March (the financial year)
- Lincolnshire Virtual School will give the initial £1000 of the full £2410 to the school for each child
- Year 6s receive £750 and Year 11s receive £500 as is only for 1 term but schools can claim further funds if needed
- Early years get their full £342

PP+ Grant for Previously Looked After Children

Previously looked after

Schools receive funding directly into the school's budget for any child who leaves local authority care and becomes subject to:

- > an Adoption Order
- > a Special Guardianship Order
- > a Child Arrangements Order.

School staff will need to identify these pupils on the January census to receive the funding for the financial year following that census. Note that for these 'previously looked after children', the Virtual School Head does not manage the budget. Funds go directly to the school from central government.

- This is claimed for via the October census and it is given directly from the government to the school in April.
- This is £2410 per child but is not ring fenced like CiC PP+. It is down to the DT and school to decide how the PLAC will benefit. It is good practice to liaise with the parent / carer to discuss how the money is being used to support their child.

One Role of the Virtual School within the PEP

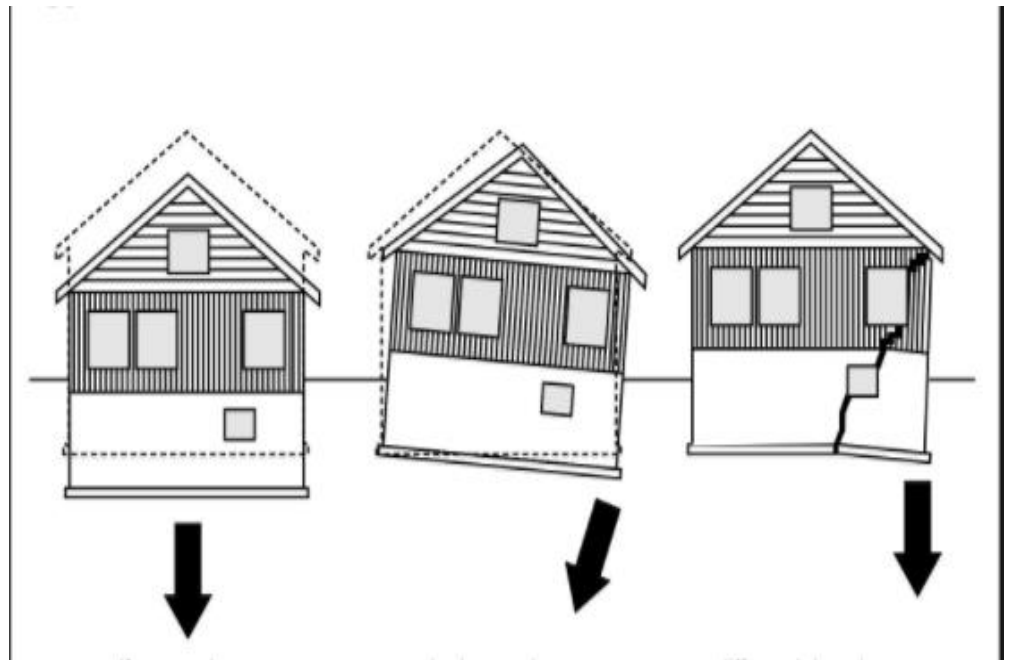
- Because the children in care may be more transient, it is essential that we, as a VS have an understanding of where the children are, so if they move to your school, you are aware, immediately of needs, recommendations and steps to move forward. It will also mean the VS co-ordinator can support you with the funding needed to support their needs quickly
- We commission support from Specialist Teaching Team (STT) to assess and review (once the Early Years (EY) Specialist Teachers Team are no longer involved), to identify any gaps in learning and to celebrate success.
- We research and promote intervention strategies with other professionals that may be of benefit to the child, with a specific concern with their underlying ability

	Wellcomm – By EY teacher / STT	STT assessment
EYFS / Reception		
Y1		Baseline
Y2		<i>If needed / reviewed due to low progress</i>
Y3		<i>If needed / reviewed due to low progress</i>
Y4		New baseline
Y5		
Y6		
Y7 – 8		New baseline <i>Potential access arrangements are advised</i>
Y 9 – 11		

What are the reports?

As with all Specialist Teacher (STT) core assessments, we have the team measure three areas:

- Underlying ability
- Cognitive ability
- Attainment



What are the reports?

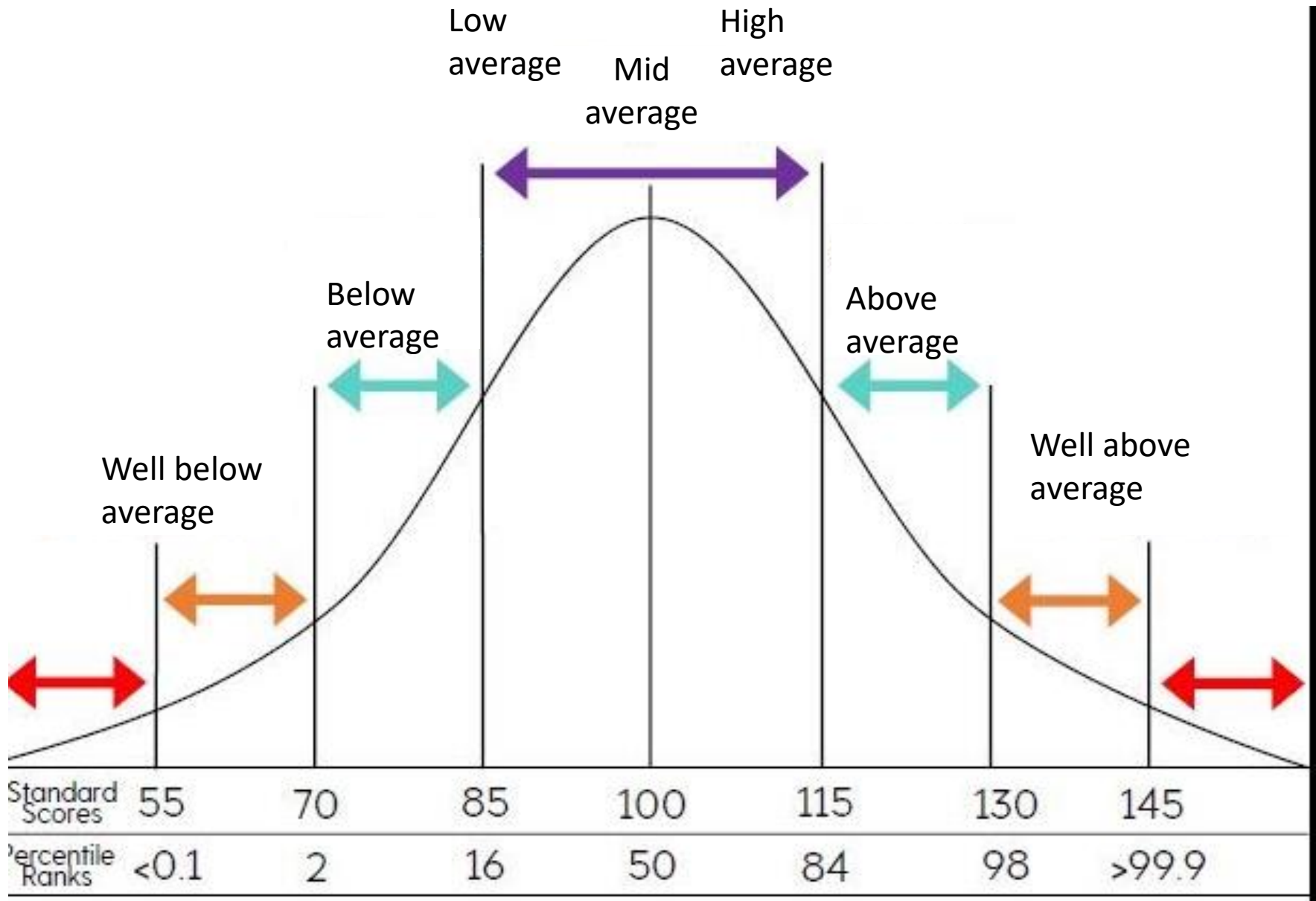
Underlying ability

Underlying ability is where the basics are measured. These are needed to secure and be successful in order to underpin progress in all other areas:

- Non-verbal (visual) reasoning
- Receptive language
- Expressive language
- Visual perception



Standard Score (Range)	Descriptive label
131 or more	Well above average
116 - 130	Above average
111 – 115	High average
90 – 110	Mid average
85 – 89	Low average
70 - 84	Below average
69 or less	Well below average



Standard Scores

55

70

85

100

115

130

145

Percentile Ranks

<0.1

2

16

50

84

98

>99.9

Visual Reasoning

Year Group	Cohort	No. Assessed	Assessment			No. Reassessed	Progress		
			Below / Low	Average	High / Above		Decrease	Equal	Increase
Year 3	29	8	75%	25%	0%	0	-	-	-
Year 4	32	27	56%	41%	4%	3	67%	0%	33%
Year 5	26	20	55%	45%	0%	1	100%	0%	0%
Year 6	45	23	61%	35%	4%	5	40%	0%	60%
Year 7	36	31	42%	45%	13%	8	38%	0%	63%
Year 8	29	23	52%	39%	9%	8	63%	0%	38%
Year 9	53	34	53%	38%	9%	7	29%	14%	57%
Year 10	60	43	60%	28%	12%	13	46%	0%	54%
Year 11	70	34	53%	38%	9%	13	69%	0%	31%
Year 12	73	24	50%	46%	4%	5	80%	0%	20%

Key	
Yellow	40% – 49%
Red	50% +

Receptive Vocabulary

Year Group	Cohort	No. Assessed	Assessment			No. Reassessed	Progress		
			Below / Low	Average	High / Above		Decrease	Equal	Increase
Year 3	29	10	70%	30%	0%	2	100%	0%	0%
Year 4	32	27	33%	56%	11%	5	40%	0%	60%
Year 5	26	22	50%	36%	14%	2	100%	0%	0%
Year 6	45	23	30%	57%	13%	8	63%	0%	38%
Year 7	36	31	35%	52%	13%	8	63%	0%	38%
Year 8	29	23	52%	39%	9%	8	38%	0%	63%
Year 9	53	34	47%	47%	6%	9	44%	0%	56%
Year 10	60	43	42%	49%	9%	13	38%	0%	62%
Year 11	70	34	44%	53%	3%	17	53%	29%	18%
Year 12	73	25	52%	40%	8%	5	80%	0%	20%

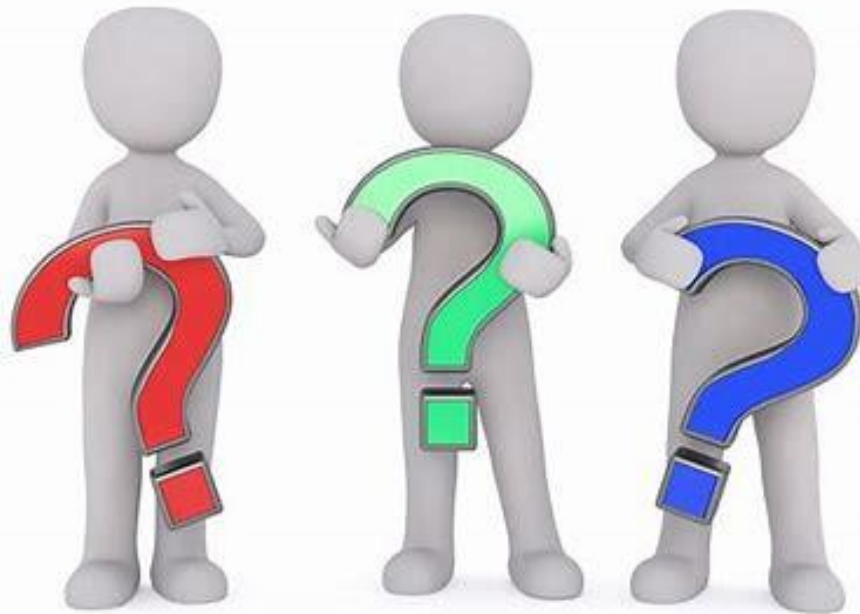
Key	
Yellow	40% – 49%
Red	50% +

Expressive Vocabulary

Year Group	Cohort	No. Assessed	Assessment			No. Reassessed	Progress		
			Below / Low	Average / At	High / Above		Decrease	Equal	Increase
Year 3	29	8	88%	13%	0%	0	-	-	-
Year 4	32	23	39%	52%	9%	2	50%	0%	50%
Year 5	26	21	48%	48%	5%	1	100%	0%	0%
Year 6	45	23	57%	43%	0%	7	43%	0%	57%
Year 7	36	31	42%	39%	19%	8	0%	0%	100%
Year 8	29	21	57%	29%	14%	8	50%	0%	50%
Year 9	53	34	50%	35%	15%	10	40%	0%	60%
Year 10	60	40	65%	33%	3%	14	43%	0%	57%
Year 11	70	33	58%	42%	0%	16	50%	13%	38%
Year 12	73	23	52%	48%	0%	3	33%	33%	33%

Key	
Yellow	40% – 49%
Red	50% +

**Consider: what could be bought using
PLAC funding or PP+ to support the
children's underlying ability?**



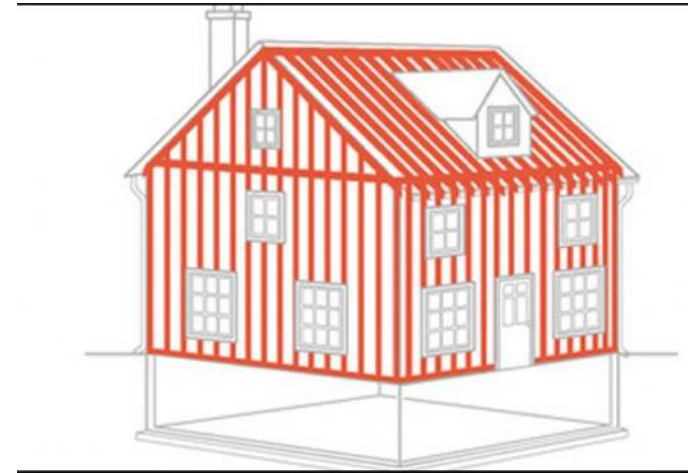
What are the reports?

Cognitive

This is how the brain works – memory, working memory, attention and concentration.

STT can measure:

- Visual short term memory
- Visual working memory
- Auditory sequential memory
- Auditory working memory
- Kinaesthetic manual memory*

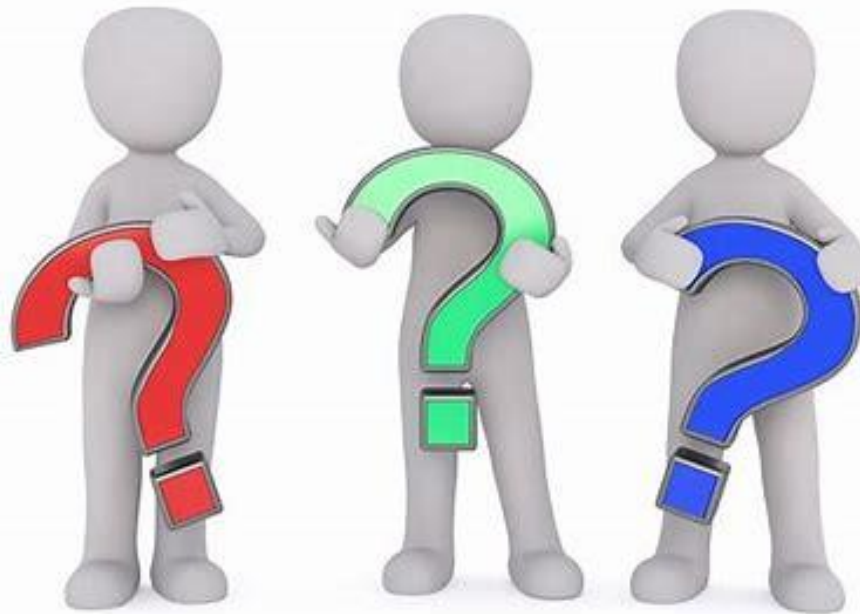


Working memory

Year Group	Cohort	No. Assessed	Assessment			No. Reassessed	Progress		
			Below / Low	Average	High / Above		Decrease	Equal	Increase
Year 3	29	0	-	-	-	0	-	-	-
Year 4	32	6	50%	50%	0%	0	-	-	-
Year 5	26	3	100%	0%	0%	0	-	-	-
Year 6	45	7	86%	14%	0%	0	-	-	-
Year 7	36	14	50%	50%	0%	0	-	-	-
Year 8	29	19	63%	21%	16%	1	0%	0%	100%
Year 9	53	32	62.5%	37.5%	0%	2	0%	0%	100%
Year 10	60	39	90%	5%	5%	12	25%	8%	67%
Year 11	70	34	91%	9%	0%	13	62%	8%	31%
Year 12	73	23	87%	13%	0%	8	63%	13%	25%

Key	
Yellow	40% – 49%
Red	50% +

**Consider: what could be bought using
PLAC funding or PP+ to support the
children's cognitive skills?**



What are the reports?

Attainment

This is what has been taught and retained. These are impacted by their underlying ability and their cognitive ability:

- Phonics and phoneme awareness
- Decoding (single word reading)
- Encoding (spelling)
- Comprehension (reading for meaning)
- Arithmetics (use of numbers)*



Single word reading

Year Group	Cohort	No. Assessed	Assessment			No. Reassessed	Progress		
			Below / Low	Average	High / Above		Decrease	Equal	Increase
Year 3	29	10	70%	20%	10%	3	67%	0%	33%
Year 4	32	26	50%	31%	19%	5	60%	0%	40%
Year 5	26	21	38%	48%	14%	5	40%	0%	60%
Year 6	45	23	61%	35%	4%	9	44%	0%	56%
Year 7	36	31	42%	48%	10%	9	67%	11%	22%
Year 8	29	23	48%	30%	22%	6	67%	0%	33%
Year 9	53	35	34%	54%	11%	14	50%	0%	50%
Year 10	60	44	64%	27%	9%	21	57%	0%	43%
Year 11	70	34	62%	35%	3%	20	50%	5%	45%
Year 12	73	26	50%	38%	12%	8	75%	0%	25%

Key	
Yellow	40% – 49%
Red	50% +

Reading comprehension

Year Group	Cohort	No. Assessed	Assessment			No. Reassessed	Progress		
			Below / Low	Average	High / Above		Decrease	Equal	Increase
Year 3	29	1	0%	100%	0%	1	0%	0%	100%
Year 4	32	12	58%	33%	8%	0	-	-	-
Year 5	26	6	33%	50%	17%	0	-	-	-
Year 6	45	17	59%	35%	6%	4	25%	0%	75%
Year 7	36	21	38%	52%	10%	5	40%	0%	60%
Year 8	29	19	58%	32%	11%	5	80%	0%	20%
Year 9	53	33	52%	42%	6%	14	57%	0%	43%
Year 10	60	35	49%	49%	3%	16	31%	6%	63%
Year 11	70	25	72%	28%	0%	13	38%	0%	62%
Year 12	73	8	88%	13%	0%	0	-	-	-

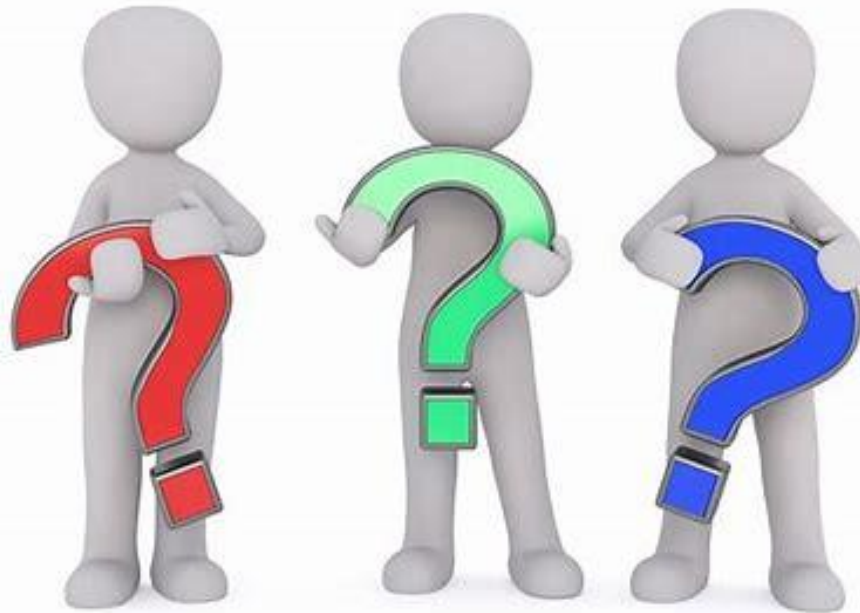
Key	
Yellow	40% – 49%
Red	50% +

Spelling

Year Group	Cohort	No. Assessed	Assessment			No. Reassessed	Progress		
			Below / Low	Average	High / Above		Decrease	Equal	Increase
Year 3	29	9	67%	33%	0%	1	100%	0%	0%
Year 4	32	26	62%	31%	8%	7	43%	29%	29%
Year 5	26	22	55%	32%	14%	3	67%	0%	33%
Year 6	45	23	70%	26%	4%	5	20%	0%	80%
Year 7	36	31	55%	35%	10%	9	78%	0%	22%
Year 8	29	23	48%	35%	17%	5	40%	20%	40%
Year 9	53	34	62%	32%	6%	11	64%	0%	36%
Year 10	60	43	65%	30%	5%	16	50%	0%	50%
Year 11	70	35	74%	23%	3%	20	50%	5%	45%
Year 12	73	26	54%	31%	15%	10	80%	0%	20%

Key	
Yellow	40% – 49%
Red	50% +

**Consider: what could be bought
using PLAC funding or PP+ to
support the children's progress**



Examples of spending from Lincolnshire's CiC schools

Games to develop visual reasoning skills

Bedrock Vocabulary

Unique ECLIPS project (training of staff and 1:1 programme of support)

ELKLAN staff training

Magazine / book subscriptions

IDL – Literacy

IDL- Numeracy

FlashAcademy

Clicker 8

DynamoMaths

STT teaching hours

STT staff training

Dyslexia Outreach staff training

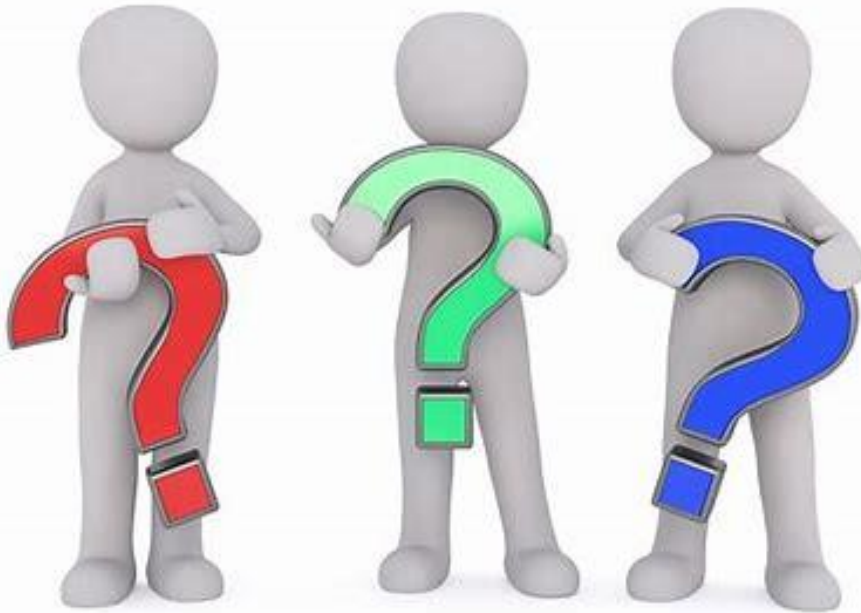
Sound Linkage

KAZ – touch typing

Resources by Dr Karen Triesman

PAT dog access

Any questions or queries?



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